OFFICE
OF THE
PROVOST

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
2017 ANNUAL REPORT

Chair, Krista Lewis

I. MISSION

A. Mission:

a. State Mission:

The mission of the Department of Sociology and Anthropology is to provide high-quality programs of teaching, research, scholarship, and service within the disciplines of sociology and anthropology, thereby contributing to the advancement of the larger missions of our college and the University of Arkansas at Little Rock. The department draws on the diverse strengths and expertise of a highly dedicated faculty, with Ph.D. degrees from prestigious and nationally recognized universities throughout the nation.

Courses offered by the department are designed to help students acquire an analytical understanding of basic social processes, cultural diversity, statuses, human evolution and biology, the development of social complexity, and roles in institutions. This understanding is designed to provide a liberal education as well as to prepare students for career opportunities in sociology and anthropology while establishing a sound foundation for those who plan to undertake graduate studies in these or related fields.

b. Last Date of Revision:

August 14, 2017

c. Describe how your mission aligns with the university's mission (see http://ualr.edu/about/mission/):

Our programs develop the intellect of students. They both disseminate knowledge and guide students to discover information about their social and cultural world. Our department programs are especially focused on serving and strengthening society in the cultural and scientific areas. Our students are encouraged to develop a lifelong desire to learn and the drive and skills to benefit humanity through service to the city, the state, the nation, and the world.

B. Values:

Our core values include a commitment to the following:

- Multicultural diversity
- Academic freedom
- Respect for the intellectual diversity of faculty and students

- A work environment characterized by mutual respect, trust, and collegiality
- Excellence in teaching through high quality instruction
- Respect for and commitment to student needs and success
- Excellence in research and scholarship through presentations at regional, national, and international forums, publication in respected venues, and high quality primary research

C. SLOs/Goals with Last Dates of Revision:

ANTHROPOLOGY (last revised May 1, 2018)

By graduation, Anthropology majors should be able to

1) do anthropology: raise anthropological questions, develop strategies to find answers, gather data, contextualize knowledge, and analyze results.
2) apply anthropological theory and knowledge to develop informed decisions, claims, and/or conclusions.
3) be comfortable with and knowledgeable of the guiding concepts of the discipline, including mechanisms and processes of evolution, implications and explanations of biological and cultural diversity, dynamics of cultural change, and rejection of ethnocentrism.
4) present ideas coherently and effectively in written and spoken form, appropriately using the vocabulary, concepts, and cognitive skills of the discipline of anthropology.
5) be engaged with the community/world by using their anthropological background to act responsibly and ethically in an increasingly complex world.

SOCIOLOGY (last revised May 14, 2018)

By graduation, Sociology majors should be able to

1) use sociological theory to explain how the experiences of individuals are shaped by their relationships with others and by the groups and institutions to which they belong.
2) employ ethical social science methods to obtain, analyze, and interpret data to test hypotheses, draw evidence-based conclusions, and present findings in written and oral form.
3) develop cultural competency by understanding how multiple dimensions of identity in societies, including race, gender, class, sexuality, and citizenship status, intersect with individuals' lives and create human diversity and inequality.
4) use sociological knowledge and skills to engage with and impact the world around them.

II. Highlights

A. Teaching

The Sociology and Anthropology Department offers independent majors and minors in both of those subjects and a minor in Gender Studies, but the reach of the department and its faculty goes well beyond these programs alone. Our department provides courses for the University Core in two subject categories (Science and Social Science), our faculty are highly involved in an array of interdisciplinary programs, and we offer many high-impact opportunities for students including internships, study abroad, and research opportunities.

In the past academic year, our department courses and programs continued to offer great opportunities for students to develop skills aimed at career success, including increased opportunities for hands-on student experiences inside and outside of the classroom. Funded by the Mark Hartmann Fieldwork in Anthropology fellowship, a student traveled abroad for anthropological fieldwork training in Costa Rica in Summer 2017. Other student internships, field activities, and undergraduate research projects in 2017 ranged from experiences at the Butler Center, the Sequoyah National Research Center, the Mosaic Templars Cultural Center, Toltec Mounds, Just Communities of Arkansas, the Little Rock Zoo, to participating in archaeological excavations at a UNESCO World Heritage site in Oman.

Teaching Beyond Departmental Programs

The Sociology and Anthropology Department is unique across the university for the role it plays in core curriculum, since we offer four courses across two different core areas. For the Social Science core we offer introductory Sociology, Gender Studies, and Cultural Anthropology. Anthropology is the only program in the university to have courses in two core areas, since we also offer Physical Anthropology for the Science Core.

Faculty in our department are also involved in teaching activities that reach beyond just the programs housed in the Sociology and Anthropology Department. In addition to Gender Studies, which is currently housed in this department, Sociology and Anthropology faculty members are also very involved in the Middle Eastern Studies, Race and Ethnicity, Nonprofit Leadership Studies and the Donaghey Scholars programs. Dr. Briscoe regularly teaches First Year Experience courses for entering freshman. Our faculty also work with many students beyond the classroom by serving as faculty committee members for Donaghey Scholars research project and mentoring students for McNair projects. Faculty in the department also serve on a variety of doctoral dissertation and master's thesis committees.

a. Number of Courses taught by Modality:

	Face to Face Classes	Online	Independent Study & Internship Courses	Totals
Spring 2017	24	14	10	48
Summer 2017	1	7	2	10
Fall 2017	26	12	4	42
Totals	51	33	16	100

b. Number of Faculty with Professional Development:

All of our faculty regularly engage in profession development in a variety of ways. Faculty in the Sociology and Anthropology Department are passionate about teaching and highly dedicated to student success. Our faculty regularly innovate, update and adjust readings, assessments and activities in their classes. Many of our faculty members regularly attend and even present at events and workshops organized by the UA Little Rock Academy of Teaching and Learning Excellence and other teaching development activities. We also maintain a collegial atmosphere in the department that includes sharing teaching techniques, tips, ideas and supporting one another with innovative endeavors in the classroom. Faculty in this department regularly put in many hours for professional development. In the past year, our faculty attended many events such as workshops and conferences organized by the Academy for Teaching and Learning Excellence (ATLE) and STaR training sessions.

Neveen Shafeek Amin received a University of Arkansas Little Rock Open Educational Resources (OER) grant

Neveen Shafeek Amin received funding from the CSSC dean to participate in a three-day Digital Storytelling Workshop.

c. Accolades in Teaching:

Kathryn King – Faculty Excellence Award in Teaching, UA Little Rock overall winner (Spring 2017)
Kathryn King – Faculty Excellence Award in Teaching, CSSC (Spring 2017)
Neveen Shafeek Amin – CSSC Faculty Mentor Award (Spring 2017)
David Briscoe - McNair Mentor of the Year (Fall 2017)
David Briscoe -Named Professor of the Game at UA Little Rock Basketball game (Fall 2017)
Several faculty received Student Advocate Awards

B. Research

Our faculty members conduct research projects nationally, internationally, and locally that address social issues, cultural diversity, and human biology. One of our greatest departmental strengths is bringing the research diversity conducted by faculty members to our students not only in the classroom but also by often giving students a chance to participate in our research projects with us. Research topics investigated by Sociology and Anthropology faculty include the health of Middle Eastern immigrants to the US, the indigenous Ainu people of Japan, post-revolution Tunisia, family dynamics in Mexico, Native American colleges, ancient Arabian urbanism and trade, pelvic morphology and maternal death, minority community engagement in central Arkansas, ancient land use patterns, and transnational communities from Micronesia. These ongoing projects were in various stages of progress last year, some in data collection stage, others, undergoing analysis and there are many manuscript drafts underway.

a. Publications (distinguish peer-reviewed) and Creative Works:

Ito, K.
2017 Book review of *Hokusai Manga Japanese Pop Culture since 1680*
by Sabine Schultz et. al. Print Quarterly. XXXIV. No.4. pp. 444-446.

Publications accepted and in-press as of 2017:

Auerbach, Benjamin M., **King, Kathryn A**., Campbell, Meadow L., Campbell, Ryan M. and Sylvester, Adam D.
Variation in obstetrical dimensions of the human bony pelvis in relation to age-at-death and latitude. Accepted December 2017, American Journal of Physical Anthropology (peer reviewed).

Lewis, Krista
"Finding Archaeology in 2017: What is archaeology and why are we doing it? Why should we be doing it?" Archaeology Year in Review Article, American Anthropologist. (vol. 120, issue 2, May 2018).

b. Conference Presentations:

Flinn, Juliana. "Inclusiveness and ASAO Membership Categories" paper in a session on "ASAO Histories" at the annual meeting of the Association for Social Anthropology in Oceania, February 2017

Briscoe, David. "Social Determinants of Health in a Changing Society," paper given at the Arkansas Sociological & Anthropological Association Annual Meeting, November 2017

King, Kathryn. "A survey of the use of kinship terminology on grave markers in central Arkansas" poster presented at the 2017 Southeastern Archaeological Conference in Tulsa, Oklahoma

Lopez-Ramirez, Adriana. “Modeling the Development of Community Migration Streams” (with D. Lindstrom and C. Aeppli). Paper presented at the Population Association of America’s 2017 annual meeting, Chicago, IL.

Shafeek Amin, Neveen. "Psychological Distress of Middle Eastern Immigrants, Mexicans, and Puerto Ricans in the U.S.: Evidence from the National Health Interview Survey," paper presented at the 2017 Population Association of America (PAA) annual meeting in Chicago, IL.

Shafeek Amin, Neveen and student, Desiree Williams. “Greater Success among Children with Developmental Delay through Occupational Therapy," paper presented at the 2017 CSSC Faculty and Students Showcase.

Dr. Shafeek Amin presented her work on Psychological Health of Middle Eastern women by invitation at the American Public Health Association (APHA) Women's Caucus Expert Panel on the Mental Health Needs of Immigrant, Refugee and Asylum seeking Women and Girls in the U.S. Atlanta, Georgia in fall 2017.

c. Other:

Grants:

In fall 2017 Dr. Kinko Ito and Dr. Neveen Shafeek Amin were awarded grants from the College of Social Sciences and Communication Research and Creative Activity Fund to support scholarship activities in spring 2018. With the funds, Dr. Shafeek Amin was able to hire a GA to assist in her research. Dr. Ito’s grant was to support the compiling and editing of a new documentary film about the indigenous Ainu people of Japan.

Field Research:

Dr. Juliana Flinn continued to expand and develop her research on people of the Pacific Islands, both in Micronesia and looking at the experiences of Pollapese migrants to the United States. In addition to writing and presenting her work, Dr. Flinn conducted primary anthropological field research including networking, developing new contacts, and visiting several field sites where Pollapese migrants live and gather with friends and family.

In 2017, Dr. Krista Lewis continued her two long-term archaeological research projects in southern Arabia, in Yemen and Oman. Her work related to these two projects involved archaeological fieldwork, including field training for students, innovative mobile database development, virtual and augmented reality applications, professional presentations, museum and archive work, data analysis, and preparing publications. Dr. Lewis is a Fellow of the UA Little Rock Emerging Analytics Center and leads a major archaeological project, the UA Little Rock Land of Frankincense Archaeological Excavations at Al Baleed, UNESCO World Heritage Site, Sultanate of Oman.

Al Baleed is a large walled port city dating to the late ancient through medieval times that served as a major trading center for the Indian Ocean world. The team is excavating a large merchant’s house or

inn and finding a fascinating array of artifacts related to daily life coming from locations across the world. The team conducts regular field seasons at the site and Dr. Lewis and her students both began and ended the calendar year of 2017 in Oman. She directed a fifth excavation season at Al Baleed from December 2016 to January 15, 2017 and a sixth season from December 6, 2017 to January 17, 2018. Three UA Little Rock undergraduate Anthropology majors (two current, one alumni) accompanied Lewis to Oman and participated in the excavation in winter 2016-17 and three (one current, two alumni) in winter 2017-18.

Over the past year, Lewis also continued to lead a team conducting research on the archaeology of Yemen using data collected in field seasons of the Dhamar Survey Project. She is also involved in a number of international efforts to monitor, counter, and document the ongoing crisis of cultural heritage destruction in Yemen that is occurring related to its dire political and humanitarian situation. In May 2017, Lewis spent several days at the University of Chicago Oriental Institute Museum to assess, identify, and document archaeological materials from Yemen in their archives. These artifacts housed at the OI, along with samples held here at UA Little Rock, represent the only surviving intact archaeological materials from a 15 year long archaeological project in Yemen. All of the other artifacts and environmental samples from this project were destroyed in the bombing of the Dhamar Museum in Yemen in 2015. For this reason, the remaining collections are particularly critical to continued scholarship and cultural heritage in the region.

C. Service

a. Department:

Faculty in our department are committed to the ongoing successful running of the department and are attentive to department business. For example, regularly attending meetings and contributing to ongoing curriculum review and assessment processes. In a strong continuing show of commitment to student success, all faculty in the department advise students during the regular advising seasons and often also outside of the official regular advising period. The department is especially proud of its efficient and student-centered advising process that keeps students aware of and focused on their progress towards graduation at all times. Several faculty members also stepped up in Fall 2017 to serve on a hire committee to search for a new tenure track faculty member in Sociology (which was successful in Spring 2018).

Dr. Kathryn King (Spring) and Dr. Juliana Flinn (Fall) served as faculty advisors to the Anthropology Club and Dr. Shafeek Amin was the faculty advisor for the Sociology Club. Dr. Briscoe is the faculty sponsor for Alpha Kappa Delta, International Sociology Honor Society, and Pi Gamma Mu International Social Science Honor Society. Dr. Hawkins is the faculty sponsor for Lambda Alpha, the National Anthropology Honor Society. Many of the other faculty members were also involved with student club activities.

b. College/University:

Social Science Core Assessment Committee, Chair Dr. Robert Sanderson
Science Core Assessment Committee, Chair Dr. Kathryn King
Big Read Working Group (Lopez)
Collaborator, *Becoming American* grant application (Lopez)
UA Little Rock Diversity Council (Flinn, Briscoe)
Faculty Mentoring Program (Flinn)
Race and Ethnicity Institute (Briscoe, Flinn, King, Lopez, Shafeek Amin)
Faculty Senate (Lopez, Flinn)
Sequoyah National Research Center (Sanderson, Associate Director)
Skills in the Major Committee (Flinn)
UALR Athletics Committee (Briscoe)
NCAA Faculty Athletics Representative (Briscoe)
MA in Interdisciplinary Studies (King)
McNair Advisory Board (Briscoe)
Campus Campaign (Sanderson)
Interim Chair of Psychology Department (Lewis, Spring 2017)

NOTE: College committees requiring a member from each department are not listed here

c. Profession:

Faculty members in the department regularly serve their profession beyond the university in a number of ways, most commonly by serving as peer reviewers for articles in academic journals in their fields.

D. Engagement (Civic Mindedness, Social Responsibility, Public Scholarship, Community Partnership)

a. List any External Partners (Organizations, Agencies, Private…) that tie into departmental teaching, scholarship, or service:

City of Little Rock's Racial and Cultural Diversity Commission
Women's Foundation of Arkansas
Arkansas Archeological Survey
Arkansas Archeological Society
Big Brothers, Big Sisters
Boy Scouts of America
Clinton School of Public Service
Just Communities of Arkansas
KUAR
Learning for Life National Executive Board
Our House
UAMS
Hot Springs County Police Department
Mosaic Templars Cultural Center
Museum of Discovery

b. List all courses that included Service Learning and/or Experiential Learning with Headcount:

Spring 2017

Dr. Shafeek Amin - Intro to Soci 2300-991/9U1	27

Summer 2017

Dr. Shafeek Amin - Intro to Soci 2300-991/9U1	24
Dr. Shafeek Amin - Intro to Soci 2300-993/9U3	25

Fall 2017

Dr. Lopez – Intro to Soci 2300-05	23
Dr. Flinn - Linguistic Anthropology ANTH 4316	14
Dr. Lewis - Eating Cultures ANTH 4312, SOCI 4395	21
Dr. Shafeek Amin - Intro to Soci 2300-991/9U1	25
Dr. Shafeek Amin - Intro to Soci 2300-992/9U2	23

Totals: <u>8 courses and 182 students</u>

c. List internships by Community Partner and number of students participating:

Spring 2017

ANTH 4327 Field Experience (3 students)

- Mosaic Templars Cultural Center
- Just Communities of Arkansas
- Butler Center

Fall 2017

ANTH 4327 Internship (3 students)

- Center for Artistic Revolution
- Just Communities of Arkansas
- Butler Center

d. List any other outreach or engagement at departmental or program level:

Dr. Terry Richard was given a Humanitarian Award by Just Communities of Arkansas June 2017

The Anthropology program regularly makes effort to be involved in public outreach and education. Other public outreach activities in Anthropology during 2017 included:

- Full and part time members of the faculty regularly record short radio spots for KAUR as a part of their series "Being Human."
- The biggest event of the year was the ArchaeOlympics Games which were held in March 2017. Dr. Lewis co-founded and co-organizes this exciting event that draws in teams of archaeoletes from across the state of Arkansas to compete in games that test their archaeological knowledge and pre-historic survival skills. The ArchaeOlympics is an annual joint event of the UA Little Rock Anthropology Program and the Toltec Research Station of the Arkansas Archeological Survey held as a part of the Arkansas Archaeology Month series of events.
- "In the Land of Frankincense" public lecture by Dr. Lewis for the Ouachita Chapter of the Arkansas Archeological Society, Hot Springs, Arkansas, October 2017
- "Archaeology: The Science of Unearthing the Past" display and discussions with Dr. Lewis during a Science Café at the Historic Arkansas Museum, September 26, 2017

E. Student Success

a. List student achievements (Awards, Scholarships, Accolades, Fellowships…):

CSSC Community-Engaged Research Award– Applied Anthropology students Emily Fendley, Cameron Still, Chelsea Simpkins, Benjamin Washington, Mary Catherine Martinka (Spring 2017)

Arkansas SURF Award – Emily Elam (Anthropology)

UA Little Rock Chancellor's Signature Awards – Emily Summers (Anthropology), Nicole Ursin (Anthropology), Courtney Reed (Sociology), Saiyeeda Hossain (Sociology)

The Katherine J. Hardie Memorial Award in Anthropology (Outstanding Anthropology Student Award) Tiffany Gonzales

The Mark Hartmann Anthropology Student Fieldwork Fellowship
Hannah Dorsey

Outstanding Graduating Student Award in Sociology
Daniel Diaz-Arteaga
Olivia Holt

Beth and Earl Richard Endowed Scholarship
Deja Smith
Drew Dirkson
Marvin Scott Workman

Al Baleed Archaeological Excavation Team Student Members (Middle Eastern Studies Grant Winners)
Cameron Still (Winter 2016-17)
Rachel Jones (Winter 2017-18)

Student Participation in Conferences and Research Symposia

Three Sociology students, along with their mentors Dr. Ito and Dr. Shafeek Amin, made presentations at the April 2017 ASAA Arkansas Sociological and Anthropological Association's annual meeting. The students, Stephanie Futch James, Nicholas Schroeder and Desiree Williams gained valuable experience and networking skills through their participation in the conference.

Sociology and Anthropology students participated in the April 2017 CSSC Student and Faculty Research Showcase. In the oral presentations portion of the showcase, students from Dr. Flinn's Spring 2016 Applied Anthropology class discussed the results of the research project they carried out to assist the Dunbar Garden better connect with their community. For this work the student team of Cameron Still, Emily Fendley, Benjamin Washington, Chelsea Simpkins and Mary-Katherine Martinka won the inaugural CSSC Dean's Community Engaged Research Award. Sociology major Desiree Williams' poster "Greater Success among Children with Developmental Delay through Occupational Therapy" detailed the research she carried out with her faculty mentor Dr. Shafeek Amin. Anthropology major Cameron Still presented a poster titled "Game Boards in the Indian Ocean World" to explain the broader meaning and context of an artifact he discovered during the Al Baleed excavations in the winter.

III. Departmental Data, Assessment, and Planning

A. Enrollment by Program

a. Official Fall Headcount, Programs 1 and 2:

Fall 2017

Anthropology – 48
Sociology – 89

b. SSCH (not including Concurrent Enrollment) based on Fall census:

Fall 2017 = 6445

B. Retention by Program:

The following retention rates are based on data provided by OIR indicating what happened to students who were enrolled each fall. Students enrolled in one fall semester were tracked for a year to the following fall to see if they were still registered at the university, in the same program, or if they had graduated. The rate of retention here is calculated by taking the number of enrolled students in one fall, subtracting those students in that group who graduated during the following year and comparing that result to the number of those students who continued to be registered at the university the next fall. These retention calculations are based only on students for whom a program in our department is their first declared major and thus some of our students are left out.

	Fall 2014-Fall 2015 Retention Rate	Fall 2015-Fall 2016 Retention Rate	Fall 2016-Fall 2017 Retention Rate
Anthropology	72%	63%	68%
Sociology	60%	71%	57%

C. Completion by Program:

	Graduation (number of majors per program)*						
	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Anthropology	6	13	11	12	15	13	6
Sociology	18	21	26	30	17	35	30

	Graduation Average and Trends*			
	AY2015 to AY2017 Average	AY 2011 to AY 2016 Graduation Trend	AY 2011 to AY 2016 % Change	AY 2011 to AY 2016 Average Yearly % Change
Anthropology	11		117%	24%
Sociology	27		94%	24%

*Data Provided by OIR

D. Narrative context for Enrollment, Retention, and Graduation Data:

Enrollment for the Anthropology and Sociology majors in 2017 can be considered in context by using OIR provided data for fall semesters since 2010. Over that period, interesting trends can be seen for both majors. In Fall 2010, both programs had moderate enrollment in terms of numbers of majors, then enrollment began to climb, reaching much stronger numbers, particularly in Sociology, during the period of 2011-2013. During this same period, the overall university enrollment was at its height. After 2013, both programs experienced some decline, but the Fall 2017 shows a strong rebound of enrollment for both programs, to numbers that are similar to average numbers of majors across the 2011-13 period.

Enrollment (Number of Majors Fall 2010-2017)										
Degree Program Name	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2010 to Fall 2017 % Change	Fall 2010 to Fall 2017 Average Yearly % Change
Anthropology	46	47	57	52	46	42	38	48	4%	2%
Sociology	64	91	89	90	86	82	74	89	39%	6%

Retention rates are more complex than appear in a simple chart. In our department, and in UA Little Rock in general, our student body is not composed mainly of traditional full-time students. Many of our students combine their paths of study with families and jobs. Juggling all the various commitments our students face means that they often take the decision to attend the university intermittently, taking frequent semesters off during their study to focus on saving money or taking care of other life factors. Therefore, a simple retention calculation is of limited use. The fluctuations in the retention rates over the three years reported above support the interpretation that the decision for students to return to the university rests with individual students and is more related to their lifestyles and commitments outside of the university than to the actions of their professors and the structure of the programs they are enrolled in. Evidence for this also comes if you break down the numbers used to calculate the retention rate as done above. Here is an example.

Sociology Retention Fall 2016-Fall 2017			
57%			
Fall 16 Enrolled	Graduated AY16-17	Returned Fall 17	Fall 17 Enrolled
71	29	**24**	**89****
***includes first and second majors*			

In the chart at left, you can see that while the percentage of students retained appears quite small at first, the situation is more complex. After subtracting the number of people who graduated, we would hope to expect that 42 of the students registered in Fall 2016 would still be enrolled in Fall 2017. Only 24 of those did, giving us a calculated retention rate of 57%. However, the actual enrollment for Fall 2017 was 89 majors, a number so much larger than only 24 that it cannot be explained solely by the addition of new majors and the students for whom Sociology is a second major. Instead, the difference is indicative of a different type of retention. Students who were not

enrolled for classes in Fall 2016 but are in the process of continuing their education intermittently but steadily in pursuit of their degrees. In our department, faculty get to know individual students and their life situation and work through advising and mentoring to help students plan their best individual strategy to efficiently reach degree completion even if that path is not continuous full time enrollment. Those students who can't take classes every single semester keep in touch with the department and their professors. During each advising period, the department reaches out to students who are not currently taking classes to get them back for future semesters as soon as possible and keep them on track to graduation.

E. Personnel

a. Number per Category:

For the spring and fall 2017 semester, our faculty consisted of two Assistant Professors (one in Sociology and one in Anthropology), two Associate Professors (one in Anthropology, and one in Sociology), and four full Professors (one in Anthropology and three in Sociology).

b. Tenure and Promotion:

c. Professional Development (plan and budget for supporting Faculty Development, Research Funds, and Conference Travel in Scholarship in primary Research Field or Teaching):

Faculty members in the department are encouraged and mentored by their peers and the Chair to actively continue and advance their scholarship agendas. Faculty in this department take advantage of the many excellent faculty development resources available on campus, such as those provided through Human Resources, the Dean's and Provost's Offices, ATLE, and STaR.

Tenure-track pre-tenure faculty in the department compile their draft tenure dossier beginning with their very first semester at the university. Dossiers for pre-tenure faculty are reviewed annually by the Chair, and a formal mid-tenure review takes place during the third year which involves the department's Tenure and Promotion Committee, the Department Chair, and the Dean's Office. One or more outside reviewers also are asked to evaluate the tenure dossier during the mid-tenure review.

Funds to support professional development are very limited within the department (See budget section I, below), so faculty are encouraged to seek funding for professional development, conference travel, and research from the College and University level.

F. Does the Department track the success of Graduates (Yes or No) and how?:

Both programs have relatively recently conducted alumni surveys as a part of their ten year program review (Anthropology in Fall 2017 and Sociology in Fall 2016). Other than that, the department mostly tracks success of its graduates informally and unsystematically though faculty members' continuing relationships with their students after graduation. Students in the Anthropology senior seminar also interview alumni as a part of their course requirements. This allows graduating students

to have an idea of what has happened to students who previously completed their degrees and it allows the program to better follow the accomplishments of its graduates.

a. If not, what resources are needed to track Graduate success?:

b. If yes, what did you learn from the data collected and how did you use the data to plan and implement improvements?:

The data from the alumni surveys is being used in the process of the ongoing Anthropology program review and in discussions of the major including annual assessment. In the case of the Sociology alumni survey, it has been an important part of the ongoing discussions about improving the major, its assessment, and the revision of the Sociology major Learning Goals. Informal feedback from graduates is often a source of inspiration for faculty to tweak or add content in their courses.

G. Goals

a. Reflect on last year's goals in Enrollment, Retention, and Graduation (there is no penalty if you had no goals last year). What did you learn? How will you improve?:

Last year's annual report did not indicate any specific goals in the areas of enrollment, retention, or graduation. In last year's priorities statement we committed to "continuing to provide students with classes that contribute to student understanding of the many dimensions of the human world around them. We will continue to provide stable, reliable student mentorship and advising. We will continue to provide, improve, and increase training in methods and research design through high-impact hands-on activities." High quality advising and providing more than just standard coursework for our students are the cornerstones of our strategy for success in enrollment, retention, and graduation.

b. How will you obtain goals in Enrollment, Retention, and Graduation for the coming academic year?:

We will continue to provide one on one mentoring of our students, which is the single best encouragement we can provide for our students in terms of retention and graduation. We will continue to keep careful track of the progress and challenges of each individual student enrolled in a major in our department in order to keep them on track to a timely graduation.

We also are expanding our department's service to students by offering several new programs. Beginning Fall 2018 we will begin offering the Sociology major and minor through the Online campus. This is expected to boost our enrollment substantially as the program becomes established. We also will continue to work to plan implementation of a Sociology major at the Benton campus. Both of these programs were approved in 2017. Finally, with the expertise of current department faculty as well as the addition of a new tenure track Sociology faculty member, we will work to develop the Poverty Studies program. Poverty Studies is a program that previously existed at the university but in a different unit. It has been inactive for several years. In 2017, the Sociology and Anthropology program agreed to take on the program for revision and relaunching in order to best serve the central Arkansas community needs.

c. How do goals in other areas of importance align with your Department's mission, as well as the University's mission/vision and strategic plan? What specific activities or actions have you planned to meet these goals? How will you measure success?:

We are committed to the continuous improvement of our programs through ongoing faculty discussions and evaluation as well as the formal assessment process. In Sociology, in the coming year we will finalize the revision of the Sociology major Learning Outcomes and make a new assessment plan. In Anthropology, we will adapt our current successful annual assessment process into the new standardized format and forms provided by the Provost's office.

In 2018, we also look forward to completing the Anthropology program review process by bringing an outside program reviewer to campus in the fall. The Anthropology program review Self Study report will also be sent to a second program reviewer who will not come to campus but who will work with the on-site reviewer to write a report about the accomplishments, needs, and future of our Anthropology major.

Another area of importance for us in the coming year is to improve support and encouragement for faculty research. Scholarship is an important component of faculty duties and research-active faculty bring a wealth of experience, insight, and inspiration to students in the classroom that they will not likely otherwise have exposure to.

d. What are your priorities for next year as you try to balance resources with mission and goals?:

Our highest priority within the resources we have is to continue to provide a high quality education that positively impacts our students in terms of their intellectual development, community participation, and future careers. As stated above, we are launching or working on plans to launch several new programs, an Online Sociology major, an Online Sociology minor, and Poverty Studies.

H. Identify your Department's strengths and weaknesses that will influence obtaining the Improvement goals above:

Our greatest strength is the faculty we have. Every member of our faculty is highly dedicated to the success of our students whether they are majors, minors, or just taking a single elective course in our discipline. The greatest weakness we have is that over recent years the number of faculty in the department has dropped and continuing the high touch mentoring that our department is known for has become more difficult as faculty are pressed to stretch their time across additional students and additional service activities such as committee work for the department, college, and university.

a. Identify opportunities for addressing these goals, as well as any potential challenges to overcome:

The greatest potential challenge we have to the implementation of new programs and the continued improvement of assessment is the lack of faculty time. As mentioned in H, when there are less faculty in a department, each remaining member takes on additional responsibilities. Adding new programs is an important and exciting opportunity to increase our enrollment, but it will come at a high price of

time and effort from faculty who already work very hard for their students, their programs, the university mission, and the community. The second challenge is funding, particularly in the case of supporting faculty research. Our department maintenance budget is quite limited and is not sufficient to send each faculty member to a conference in their area of expertise once a year.

I. Budgeting (use data from FY 2017, or July 1, 2016, through June 30, 2017)

a. Amount and percent of total of normal Operating budget (not Grants or Foundation Funds) dedicated to the following:

- **Supporting faculty Research/Conference Travel (activity, date, and source):**

  Total: $1403.15 (10% of normal operating budget)

  - Dr. Juliana Flinn – presented paper at annual ASAO meeting in Hawaii February 7-11, 2017. Department paid $293.65
  - Dr. Kinko Ito – attend Mid-South Sociological Association Annual Meeting in N. Charleston, SC. October 12-15, 2016 Department paid $350.00
  - Dr. Kinko Ito – film entry fees for her Ainu film in June 2016 – reimbursed July 2016. - $324.05
  - Dr. Robert Sanderson – attend American Indian conference in Tahlequah, OK April 12-14, 2017. Department paid $435.45

- **Student success (Advising, Mentoring, Career Prep, Tutoring, Clubs, Research, Conference Travel, High-Impact Practices, etc.):**

  $838.49 (6% of normal operating budget)

- **Assessment and Continuous Improvement:**

  0

- **Professional Development:**

  0

- **Human Resources (cost out positions and number of hours worked):**

  0

- **Specific activities that support the goals stated in Section G:**
  $896.95 (6% of normal operating budget)

b. Briefly describe your budget planning and how it aligns with the Departmental, College,

and University missions and strategic plans:

The great majority of our normal operating budget (approximately 85-87%) is required for basic maintenance and operations, for example copy machine lease (24% of budget), telephones (29% of budget), mail, office supplies and other miscellaneous expenses. The small amount that remains we try to use to support the university mission in research by funding faculty travel to conferences (see above.)

c. What are initiatives or programs your Department would like to implement if it had unlimited resources?

Top priority would be to increase our FT faculty numbers to make it easier to offer required classes, offer greater diversity in elective courses, and increase faculty capacity to direct students in research projects. With more faculty, we could also explore the possibilities for special program emphases, degree tracks, or even graduate programs. The second high priority if funds were unlimited would be to better support faculty and student research opportunities.

J. Grants and Contracts:

K. External Support:

L. Other:

IV. Additional Information

A. **Additional Information:**